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ABSTRACT

The implications for mainstreaming for the physical education teacher are examined. An overview of the legislation regarding programing handicapped students in physical education is presented. Major categories and descriptors necessary in drawing up an individualized education plan are outlined. Specific strategies and activities that can be incorporated in any adapted physical education program are discussed with brief statements on their value. (JD)

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EDA-AAHPER CONVENTION

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PROGRAMMING PHYSICAL EDUCATION IN COMPLIANCE WITH PUBLIC LAW 94-142

INTRODUCTORY REMARKS

Programming handicapped students in physical education is no longer just an issue or a concern, but rather a matter of fact. There is definitely a nation-wide trend toward pupil placement in Adapted Physical Education. The State of Minnesota has mandated such placement two years ago. Illinois has recently enacted legislation which requires that school districts meet the physical activity needs of their special students. California educators are developing a "plan of action" - at the behest of the State Dept. of Education. New Jersey state officials are monitoring L.E.A.'s to ascertain whether they are complying with P.L.94-142. These happenings and many others are taking place throughout the country NOW.

While the future does look bright, physical educators are concerned; concerned because of the many roadblocks that impede their efforts. Deterrents to their compliance with the legislation include:

- A lack of facilities.
- A lack of staff time.
- A lack of the necessary supplies and equipment.
- A lack of specialized training.

All of the constraints mentioned will hamper or impede program implementation, but it is the contention of the presentor that the critical variable is the lack of specialized training. Members of our profession have been inundated with "what" we must do, but have been provided relatively little information regarding "how to" implement a program which complies with the legislation. And that is the intent of my presentation-to provide the participants with some specific strategies which will enhance program initiation. The following topical headings will be used to address the task at hand:

1. Overview of the Legislation with Implications for Physical Education.
2. The Written Individualized Educational Plan (I.E.P.).
3. Strategies for initiating the I.E.P.

OVERVIEW OF THE LEGISLATION WITH IMPLICATIONS FOR PHYSICAL EDUCATION

I. GENERAL LEGISLATIVE REQUIREMENTS

   A. The Provision of an Equal Education for All Handicapped Children

   B. The Written Individualized Educational Plan (I.E.P.)

   C. Parental Involvement or Due Process

II. SPECIFIC LEGISLATIVE REQUIREMENTS MANDATING PHYSICAL EDUCATION

   A. Citations (Federal Register interpretations)

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1. P.L. 94-142, Section 121a.307:

   Physical education services, specially designed if necessary, must be made available to every handicapped child receiving a free appropriate public education.

2. P.L. 94-142, Section 121a.14:

   ...the term "special education" means specifically designed instruction, at no cost to the parent, to meet the unique needs of a handicapped child including..instruction in physical education

3. P.L. 94-142, Section 121a.14:

   (i)...the development of:
   (A) Physical and motor fitness;
   (B) Fundamental motor skills and patterns; and
   (C) Skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports).
   (ii)The term includes special physical education, adapted physical education, movement education, and motor development.

4. P.L. 94-142, Section 121a.307:

   Special education as set forth in the Committee bill includes instruction in physical education, which is provided as a matter of course to all non-handicapped children enrolled in public elementary and secondary schools. The Committee is concerned that although these services are available to and required of all children in our school systems, they are often viewed as a luxury for handicapped children.

5. P.L. 94-142, Section 121a.306:

   Non-academic and extracurricular services and activities may include ...athletics,...recreational activities, special interest groups or clubs sponsored by the public agency, ..

6. Vocational Rehab. Act, Section 504:

   No otherwise qualified handicapped individual in the United States shall solely, by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

7. Vocational Rehab. Act, Section 504:

   (c) (2) A recipient may offer to handicapped students physical education and athletic activities that are separate or different from those offered to non-handicapped students only if separation or differentiation is consistent with the requirements of Section 84.34 and only if no qualified handicapped student is denied the opportunity to compete for teams or to participate in courses that are not separated or different.

B. Legislative Implications[1]

1. All handicapped children will participate in some type of physical education program as an integral part of their total education program;

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[1]Extracted from Adapted Physical Education: Related Legislation, IEP velopment and Programmatic Consideration for Illinois, Dept. of Specialized ucational Services, Office of Education, Springfield, Ill., 1978, pp. 3-4.

2. Handicapped children must be afforded the opportunity to participate in educational programs and extra-curricular services and activities with their non-handicapped peers as much as is appropriate (least restrictive environment); or

3. If participation in the regular physical education class is not appropriate for the student's needs, an adapted physical education program, one specially designed to meet his/her needs, must be provided.

4. It is necessary for state and local personnel to begin looking at the needs of handicapped children for physical education and develop programs to meet their needs. Failure to comply with this or any other mandate of the law will place a state or local education agency in jeopardy of forfeiting any funds received as a result of the law.

5. With instruction in physical education a mandated part of special education under Public Law 94-142 and further supported in the civil rights legislation of the Vocational Rehabilitation Act of 1973, adapted physical education programs must now be appropriate, individualized, nondiscriminatory, and conducted in the least restrictive environment. In addition, these programs must be written and periodically evaluated, and both the parent and student must be involved in the process. Failure to provide physical education to all students of the school population is no longer justifiable.

THE WRITTEN I.E.P.

I. MAJOR CATEGORIES AND DESCRIPTORS

A. Present Level of Proficiency

Descriptor: Requires explicit evidence of each student's present performance level. The use of multi-assessment tools is recommended.

B. Recommended Placement

Descriptor: Requires identification of pupil placement.

C. Least Restrictive Environment

Descriptor: Requires explicit documentation that the L.E.A. is cognizant of the "Mainstreaming concept" and that pupil scheduling reflects said concept, where explicable.

D. Student Schedule

Descriptor: Include the student's schedule; reflect plan for future placement in least restrictive environment, if such is the potential.

E. Program Goals

Descriptor: Requires citing of general pupil goals, based on the needs assessment. It is recommended goals be based on strengths as well as deficiencies.

F. Specific Objectives

Descriptor: Requires the citing of measurable, short range objectives which relate directly to the goals.

G. Activities and Strategies

Descriptor: Requires the citing of the specific plans for achieving program objectives.

H. Evaluation Procedures

Descriptor: Requires submission of evaluative procedures directly related to services. Evaluative techniques may include: teacher checklists, parental conferences, health/medical information, pupil absenteeism, standardized testing, etc.

I. Interdisciplinary Involvement

Descriptor: Requires involvement and approval by Special Services personnel, family or school physician, building principal, adapted P.E. teacher and parent or guardian.

J. Parental Involvement in the Decision-making Process

Descriptor: Requires I.E.P. to reflect some evidence that the parent/guardian has the right to accept or reject "the plan."

STRATEGIES FOR INITIATING THE I.E.P.

Up to this point, you have been provided with:

- A brief status report related to P.E. programming.
- The general/specific legislative mandates.
- The specific variables which must be included in the written I.E.P.

The remainder of the presentation shall be devoted to providing you with some strategies, activities and/or practicum experiences which will aid one in writing and initiating I.E.P.'s that comply with federal requirements. To "tie the package together" meaningfully each learning experience will be subsumed under the appropriate requirements mandated by P.L. 94-142.

I. NEEDS ASSESSMENT AND/OR EVALUATION

A. Strategy #1: Diagnostic-prescriptive Analysis of Motor Performance: An Example

Value: Provides formative information and prescriptive guidelines for conducting an individualized motor ability program. Aids and abets the Special Education teacher in the analysis of motor performance.

B. Strategy #2: Activity Analysis Prescription Form

Value: Provides guidelines and rationale for programming students with psycho social problems.

C. Strategy #3: Basic Motor Pattern Checklist: Group Screening

Value: Provides a simplistic procedure for identifying group needs and evaluating progress. (For effective use, teachers must be conversant with Strategy #1.)

D. Strategy #4: Developmentally Assess the Motor Performance Level of a Prekindergarten Child

Value: Provides a procedure for identifying the developmental motor level of the pre-k child.

E. Strategy #5: Diagnostic-prescriptive Guidelines (DP) for Programming Motor Activities for Handicapped Children

Value: Provides guidelines for programming on the basis of developmental needs.

F. Strategy #6: The Behavioral Q-Sort Instrument

Value: Provides the teacher with a practical tool for pinpointing atypical behavior patterns and evaluating progress.

G. Strategy #7: Student Evaluation Form

Value: Affords students the opportunity to provide formative information.

H. Strategy #8: Establishment of Local Norms

Value: Enables the teacher to establish realistic, valid local norms.

II. PRESCRIPTIVE STRATEGIES AND ACTIVITIES

A. Strategy #1: Activity Analysis Assignment

Value: Provides simplistic task analysis procedure for preparing prescriptive resource materials.

B. Strategy #2: Prescriptive Reinforcement Cards

Value: Strategy requires teachers to identify student needs and to prescribe accordingly.

C. Strategy #3: Individual Prescription Card

Value: Provides a format for individualized prescriptive activities and affording students an opportunity to record their progress.

III. THE WRITTEN I.E.P.

A. Strategy #1: The Written I.E.P.: A Format

Value: Provides a format which meets the federal requirements.

B. Strategy #2: The Written I.E.P.: A Sample

Value: Provides guidelines for preparing an I.E.P. via a sample of one student's plan.

C. Strategy #3: Individual Information Sheet: A Format

Value: A more comprehensive I.E.P. format which includes checklists for assessing P.E. curriculum activities.

IV. PARENTAL INVOLVEMENT

A. Strategy #1: Prescriptive Reinforcement Cards (Distributed previously.)

Value: Parents are kept posted regarding student progress.

B. Strategy #2: Parental Permission Form

Value: Provides a procedure for securing parental permission before the child is placed in the program.

C. Strategy #3: Parental Report Card

Value: Provides a viable means of keeping each parent appraised of their child's progress.

SUMMARY

During the time allotted, I have provided you with: an overview of the legislation regarding programming handicapped students in physical education; the implications for program implementation; and some specific strategies/activities which can be incorporated in any Adapted P.E.program. During the time remaining (and after the session, if desired), I will entertain any questions relative to the presentation

and/or general questions relative to programming the handicapped. May I suggest that prior to leaving you review the ACTIVE Model kit and take copies of the awareness materials that are on the display table. Thank you very much for your kind indulgence.